DOCUMENT RESUME

ED 437 445 UD 033 230

TITLE	Parental/Community Involvement: Strategies To Train Parents.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	1999-00-00
NOTE	115p.
AVAILABLE FROM	North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825; Web site: <http://www.dpi.state.nc.us>.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Adult Learning; Adult Students; Elementary Secondary Education; *Parent Education; *Parent Participation; *Parent Teacher Conferences; Parents as Teachers; *Self Esteem
IDENTIFIERS	Maslows Hierarchy of Needs

ABSTRACT

This skill packet presents strategies for training parents to be involved in their children's education. Section 1 focuses on understanding the relationship between positive self-esteem and academic achievement. Section 2 discusses the purpose of parent-teacher conferences and how to enhance communication. Section 3 focuses on research supporting the role of parents as participating teachers in their children's education and its direct relationship with student achievement. It explains which activities a child should engage in after school to develop skills needed to function successfully in a classroom. The packet's activities are intended to be delivered in brief sessions spread out over several weeks or months. Each activity includes the activity's number and name, the time necessary to complete it, its purpose, the setting for the activity, and the materials needed. Each section provides the necessary handouts and forms, transparencies, and charts. Directions for the trainer are provided on each activity page. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 437 445

Parental/ Community Involvement: Strategies to Train Parents

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback
North Carolina State Board of Instruction

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

UD033230

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NCHELPS
North Carolina Helping Education in Low-Performing Schools

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Edgar D. Murphy
Durham

Evelyn B. Monroe
Pinehurst

Ronald E. Deal
Hickory

Robert R. Douglas
Asheville

Zoe W. Locklear
Pembroke

Eddie Davis III
Durham

Dennis A. Wicker
Lieutenant Governor
Raleigh

Harlan E. Boyles
State Treasurer
Raleigh

NC Department of Public Instruction

Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601-2825 • Website: www.dpi.state.nc.us

INTRODUCTION

North Carolina Helping Education in Low-Performing Schools (NC HELPS) is a collaborative effort to garner the state's resources to improve low-performing and at-risk schools. Members of the collaborative are the

- Office of the Governor,
- State Board of Education,
- Department of Public Instruction,
- University of North Carolina,
- North Carolina Association of Independent Colleges and Universities,
- Department of Community Colleges, and the
- North Carolina Business Committee for Education.

Two key initiatives of the initiative are to provide schools with technical assistance partners that will facilitate the school's improvement efforts. This includes, but is not limited to, grant writing, needs/assets assessment, and managing change. In addition, educators working in these schools will be identifying service providers to assist with high-quality professional development, especially in the content areas and appropriate instructional and assessment strategies.

CONTENTS

	Implementation Suggestions	4
	Organization of Materials	8
	Packet Overview	10
	Outcomes	12
Section I	Self-Esteem: An Essential Element in Student Learning	14
	Activity 1	15
	Activity 2	19
	Activity 3	22
	Activity 4	24
	Activity 5	25
	Acknowledgements	26
	Bibliography	27
	Handouts and Forms	28
	Transparencies	35
	Charts	42
Section II:	Effective Parent-Teacher Conferences	48
	Activity 1	49
	Activity 2	51
	Activity 3	53
	Activity 4	55
	Activity 5	57
	Acknowledgements	59
	Bibliography	60
	Handouts and Forms	61
	Transparencies	68
	Charts	76

Section III:	Home Study Skills: Providing Home Learning Experiences	84
	Activity 1	85
	Activity 2	89
	Bibliography	94
	Acknowledgements	95
	Handouts and Forms	96
	Masters for Transparencies	106
	Questions	111

IMPLEMENTATION SUGGESTIONS

Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Parental/Community Involvement: Strategies to Train Parents*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography.

Additionally, the trainer should review any activities being used in the skill packet to make sure that he/she is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, the trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "reas world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable parents to see the relationship between what they are learning and their day-to-day activities and problems
Adults learning is ego involved; asking a parent to learn and implement new behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing	Staff development should provide opportunities for parents to try out what they are learning and receive structured, helpful feedback.

BEST COPY AVAILABLE

Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Parents should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which parents have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give parents some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.
- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags -- just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the "hokey-pokey"; do sit-down exercises; do deep breathing exercises.

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities.

- journal clubs
- study groups
- structured visitations with debriefing sessions

In summary, for the best effect, the activities in this skill packet should be spread over time with provisions for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a material display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, the trainer has a ready-reference to the entire skill package:

- the number of each activity,
- the time needed to carry out all of the activities in each section,
- the purposes of each section, and
- the content of each section.

How are the activity direction sheets formatted?

Each activity sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is the matrix give - .

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials (and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

BEST COPY AVAILABLE

Packet Overview: Parental Involvement

SECTION	TIME	PURPOSE	CONTENT
I	2 hours 30 min.	Understand the relationship of positive self-esteem to academic achievement	• Definition of as self-esteem • How self-esteem is developed. • Why self-esteem is important. • Share research on self-esteem
		Understand the important role that parents' own self-esteem plays in the development of their children's self-esteem.	Provide activities give practice in building participants' own self-esteem and sharpen their communication skills.
		Identify what parents can do to build a child's self-esteem.	Self-esteem can be built by focusing one's strengths.
		Understand the use of encouragement as a means of helping children to center on their own strengths.	•Discussion of encouragement. •Discussion handout "Suggestions That Help To Encourage" •Have participants list activities to carry out suggestions.
		Review purpose of section	•Re-define self-esteem •Review its relationship to academic achievement •Discuss concerns/Answer questions •Solicit suggestions that participants can try to strengthen and nurture self-esteem.
II	2 hours 10 min.	Understand the purpose of a parent-teacher conference	•The importance of the parent-teacher conference.
		Develop strategies to prepare for a parent-teacher conference	•Opportunities afforded by the conference. •Importance for preparing for the conference
		Understand the importance of basic communication skills and apply them to parent-teacher conference situations	•Discuss research and the parent-teacher conference
		Formulate essential questions to ask during a parent-teacher conference.	

BEST COPY AVAILABLE

SECTION	TIME	PURPOSE	CONTENT
II	2 hours 10 min.	Become familiar with the components of a productive parent-teacher conference.	•Discuss the importance of basic listening and communication skills •Explain "active listening" •Discuss what questions are used for. •Expiain difference between "open-ended" and closed-end" questions. •Have participants differeniate between the various types of questions and the kinds of qestions to ask to get the information desired.
III	2 hours	Become aware of research supporting the role of parents as participating teachers in their own children's education and its direct relationship to student achievement. Understand which activities a child should engage in after school to develop the skills needed to successfully function a classroom.	• Share information about the importance of parent-child interactions at home and the effect they have on academic achievement. • Share research related to this topic • Talk about television viewing and its relation to academic success. • Definition of success • Discuss classroom skills needed to achieve success. • What a child does at home has a lot to do with the skills effectively displayed in school • Relate research findings with regards to "balanced activities"

OUTCOMES

At the end of this skill packet, participants will be able to:

- To define self-esteem and the relationship between positive self-esteem and academic achievement.
- To understand the important role of their own self-esteem plays in the development of their child's self-esteem.
- To identify specific ways to build a child's self-esteem.
- To understand the use of encouragement as a means of helping children to center on their own strengths.
- To understand the purpose of parent-teacher conferences.
- To develop strategies to prepare for parent-teacher conference.

- To understand the importance of basic communication skills and apply them to parent-teacher conference situations.

- To formulate essential questions to ask during a parent-teacher conference.

- To become familiar with the components of a productive parent-teacher conference.

- To become aware of research supporting the role of parents as participating teachers in their own children's education and its direct relationship to student achievement.

- To understand which activities a child should engage in after school to develop the skills needed to successfully function in a classroom.

Section I - Self Esteem: An Essential Element in Student Learning

SECTION I: ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
35 minutes	Participants will define self-esteem and the relationship between positive self-esteem and academic achievement.	Whole group	**Materials**: Name tags\ **Transparencies**: Objectives, Maslow's Hierarchy **Chart**: Self-Esteem Defined Maslow's Hierarchy **Handouts**: Ways I Can Help My Child Build Self-Esteem

Opening As participants arrive have them take a name tag and write their name and **IALAC** on it. Welcome participants to training. Explain that what they will learn today will help their children succeed in life.

Introduce self and background. Have participants introduce themselves and share the number of children in their family.

Session II Explain the objective of this session (**Transparency**).

Self-Esteem (defined) Define self-esteem for the parents. Tell parents that self-esteem is a word we use to describe how people feel about themselves. We all have an overall judgment of ourselves, and how we feel about ourselves influences our actions towards others and what we accomplish in life. With high self-esteem we don't waste time impressing people. We know we have value. Discuss how self-esteem is developed. Ask parents, "Why is it some people feel pretty good about themselves, while others don't like themselves at all?" (Discussion) Explain that self-esteem is learned. We develop our self-esteem as a result of how people react to us. The first place children develop self-esteem is at HOME. It is at home they should learn they are special, important and capable of learning.

Chart

Why is Self Esteem Important? The following points outline why high self-esteem is important.

- How a child feels about himself or herself will affect his/her outlook on life and

will probably determine whether the child will be a success or a failure.

- Studies indicate that the majority of young people who get into trouble have low self-esteem.
- If a child has feelings of worth about himself/herself and about others, learning will be easier.
- The feeling of "I'm nobody," will keep a child from trying to succeed and kill the desire to learn and to be successful.
- If a child is in a loving and secure environment, where he/she is encouraged to select appropriate learning activities, learning will flourish.
- By the time children reach school age, their self-esteem is pretty well formed and their desire and ability to learn is already established.

(Open discussion up to questions before moving on to the next topic)

Handout: Handout -- *Ways I Can Help My Child Build Self-Esteem.* (Read and discuss)

Research and Self Esteem

Explain that over the years many researchers have been interested in the relationship between academics and self-esteem. As a result there is a great deal of information available including the following:

- When self-esteem is high children learn and retain more.
- Children with high self-esteem are able to cope more creatively with life.

John Gilmore Psychologist Boston Univ.

- Parent training can help improve children's self-esteem. 80% of the parents who went through a formal training saw their children improve academically.

- The key was to build up self-esteem by providing an affectionate and non-critical environment, spending time alone with them, and simulating their curiosity.

Maslow's Theories

Provide background on Maslow and outline his theories. (Use transparencies)

- *Basic needs must first be satisfied. (food, shelter, clothing, sleep)*
- *Need to feel secure, free from anxiety and fear.*
- *Need to feel accepted and loved by parents, teachers, peers.*

- *Need to feel "okay" and self-confident. (Ego needs)*
- *Need to self-fulfillment (creative expression and satisfaction of curiosity)*

Once all of these needs are satisfied the individual can turn his/her energies toward developing his/her full potential as learners and people.

As parents and teachers we need to be sure our children's basic needs are taken care of so they can devote all their energy to developing their full potential.

Success and Self-Esteem

Discuss the following information:

Most behavior is motivated by a person's desire to feel good about who they are and what they know.

It is important that parents believe their children will be successful in school and that they convey this idea to their children.

Successful people are encouraged, supported and urged to do bigger and better things.

To help with this process parents can remember:

- Children need to experience many successes both in and out of school.
- If children have experienced a high ratio of success when failure does happen it won't be a stumbling block that will result in whole areas of experiences being avoided.
- When children experience success they begin to trust their own capabilities.

Discussion

The following idea should be used to illustrate the importance of success.

Ask parents to remember when their child was first learning to walk.

Ask what they did to encourage their children. Point out the following:

- Perhaps there is no other time when children receive such encouragement, love and rewards.

BEST COPY AVAILABLE

- We accept the fact that children will fall during this stage which could lead to a sense of failure, but through our actions, we won't let this happen.
- A high level of encouragement and success should be ongoing throughout a child's life.
- Children need to be praised for work well done, for effort, for seriously applying themselves at school and home.
- As children succeed or fail they will make choices about future endeavors.
- Sometimes, failures can lead to whole areas of experience being avoided.
- A child's failures without proper reinforcement from home can lead to limiting life's choices.

Remember: Nothing in Life Succeeds Like Success.

SECTION I: ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
40 minutes	Parents will understand the important role of their own self-esteem plays in the development of their children's self-esteem.	Whole group Individual	**Charts:** IALAC I Am Lovable and Capable Chart

I AM LOVABLE AND CAPABLE

Uncover the IALAC chart and discuss with the group the meaning of the letters.

(Display I AM LOVABLE AND CAPABLE CHART)

(Charts)

Point out the following:

- We are frequently too busy in our daily lives to think about our own strengths.
- We frequently don't tell our children what is lovable about themselves or what they are capable of doing.
- Praise and reassurance are necessary ingredients in building self-esteem.
- One way we can build our own self-esteem is to examine our daily accomplishments and look at what we did that lovable and capable.

Activity

Tell the group that we will now take time to practice building our own self-esteem. This is a difficult task at first. *(Discuss the Following: How often do we take time out to tell our children what is lovable about them or what they are capable of doing? It is important to reaffirm our children's strengths and good qualities, thereby building self-esteem. Perhaps, if we did share our thoughts with our children in these areas more often, they themselves would be able to verbalize their lovable qualities and capabilities because they would be*

aware of what they are. This next exercise will help us to see the importance of doing these things. It will also help us to see how a parent's self-esteem is closely related to that of her/his child's self-esteem.)

Ask the group to do the following:

- Take one minute to think about something you experience during the week that indicated to you that you are lovable -- perhaps something someone said or did.
- Next, think of one thing you did that indicates to you that you are capable.
- Now, in pairs, share your experiences that made you feel lovable and capable.

(*Allow time for this activity, then bring the group back together and continue*)

- Ask if anyone is willing to share their feelings about this activity?
- Was it easy? Why? Difficult? Why?
- It is important for children to know their own strengths and capabilities.
- Parents need to help their children learn how to assess their own capabilities.
- Also, take time to tell them how they are lovable.

Happy Grams (Distribute)

Point out Happy Grams in handout materials as one method of sending lovable and capable messages.

Communication and Self-Esteem

The following activity will provide participants with another opportunity to build their self-esteem and sharpen their communication skills.

Form groups of four and assign each member of the group a number.

All four members will be asked to speak for one minute to their group on the same topic.

The other three will listen carefully. After all members of group have spoken for one minute on the assigned topic, the topic will be changed until all four topics are covered.

Say, "When it is your turn to speak, only make positive statements about the topic. You will be told when to start and stop. This same procedure will be repeated until each group has had a turn to speak about the same topic.

"POSITIVE STATEMENTS ONLY."

Topics

Speaker 1 (starts) followed by speakers 2, 3, and 4 -- First topic -- ***Your neighborhood***.
Speaker 2 (starts) followed by speakers 3, 4, and 1 -- Second topic -- ***Your place of work.***
Speaker 3 (starts) followed by speakers 4, 1, and 2 -- Third topic -- ***A special person in your life.***
Speaker 4 (starts) followed by speakers 1, 2, and 3 -- Fourth topic -- ***Your special qualities***.

(***Keep time -- one minute per speaker***)

Interaction

When each speaker has had an opportunity to speak have each group do a brief analysis by asking three group members to give feedback to one member about how they perceive that person after hearing all those positive statements.

(***Allow 10 minutes for discussion)***

Discussion

Leader should now facilitate a discussion and tie it back to self-esteem. Ask participants how they felt when they had to talk about their special qualities. How do they think this could help their child's self-esteem.

Remind participants that their freedom to choose a positive attitude is the one treasure no one can take away from them.

SECTION I: ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
25 minutes	Parents will be able to identify specific ways to build a child's self-esteem.	Whole group Individual	**Chart:** Danny Outline (Master - make copies and cut out - rip when appropriate) Blank Chart Paper, Pens **Handout:** Building Self-Confidence

Danny's Story

Display Danny's outline (on chart) and tell the participants that this represents how a child's day (Danny's) might develop and how children are subjected to a variety of things during the day that will destroy their self-esteem. Read the following to the group and be prepared to rip and tear off the chart at the appropriate place:

It is a bright sunny May morning and Danny gets up, washes, brushes his teeth and walks into the kitchen. His brother, Bob, yells, "*Danny why are you always such a slow poke? I can't remember when you have ever been on time for anything. Hurry up because we're already late.*" (Rip off piece of the outline). Danny's mother looks at Danny and says, "*For heavens sake, Danny, what did you do to your hair? It looks messy! You really must get a haircut.*" (Tear another piece of the outline). As Danny is getting ready to eat his cereal quickly, he spills some milk. Brother Bob says, "*Danny, you must be the messiest kid in town.*" Mother yells, "*Now see what you have done!*" (Rip other piece of outline).

When Danny finishes eating, he asks his mother to sign his homework paper and his mother responds, "*I most certainly will not sign this messy piece of paper. I can"t even understand what you wrote on it. Why can't you try to be neat?*" (Rip) When

Danny gets to school the teacher collects the homework and says, "*Danny, your homework is not signed. You may not go out to play during recess. You stay in your seat and do your homework over again neatly.*" (Crumple remaining outline.)

Danny's day is just starting and already his self-esteem has hit rock bottom.

BRAINSTORM (Blank chart paper needed)

Ask the group to think of ways this day could have been handled differently to help Danny survive with a positive self-image.

Read through the story again, pausing at each negative situation allowing participants to make suggestions.

Note to Trainer

(At this point some parents may bring up the point that Danny did some things that brought on the negative consequences. Point out that in Session IV you will deal with how to use effective positive discipline and concentrate on the positive.)

Focusing on Strengths

The best way to build self-esteem is to focus on strengths. Take a couple of minutes to make a list of your own strengths (3 or 4). Share with a neighbor.

(Self-Confidence handout)

Help children focus on their own strengths -- (pass out *Building Self-Confidence handout*)

Have participants fill out the form and share the information with a partner.

Encourage parents to help their children focus on their strengths by sharing lists and discussing the items with their children.

BEST COPY AVAILABLE

SECTION I: ACTIVITY 4

TIME	PURPOSE	SETTING	MATERIALS
35 minutes	Parents will understand the use of encouragement as a means of helping children to center on their own strengths	Whole group Individual Dyads	**Handout:** Suggestions That Help to Encourage

Encouragement

Stress the following points about encouragement:

Encouragement is helping children to center on their own strengths and giving positive recognition in order to build self-esteem.

Remember, self-encouragement leads naturally to the encouragement of others. As you identify and acknowledge your own strengths and resources, you'll be able to recognize those of your children.

Activity: Suggestions That Help Encourage

Distribute handout, ***Suggestions That Help To Encourage*** and discuss. Form dyads and discuss the handout.

On the back of the handout ask participants to write down specific activities they can do with their children to carry out these suggestions. At the end of 10 minutes bring the group back together and discuss the information shared in the groups.

Emphasize the following:

When dealing with children it is important to be specific when making encouraging statements.

Specific Statements

Avoid fuzzy generalized statements "*You're a good girl,*" or "*You look good.*"

Instead try saying, "I like the way you did what I asked you to do. I can tell you were listening to me."

Suggest participants try using the following: *I like it when you .....*
I feel .....when you.....
I really appreciate it when you.....

SECTION I: ACTIVITY 5

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	Review purpose of the session	Whole group Individuals	Paper for action plans, evaluation forms.

Review Review the objectives of the session and ask the following questions:

What is self-esteem? -- (Refer to Self-Esteem Chart)

What is the relationship between self-esteem and academic achievement?

Summary Discuss any concerns. Answer questions. Ask everyone to write at least two suggestions they can try out with their families to strengthen and nuture self-esteem.

(*Allow 10 minutes*).

Thank participants for attending the session.

Briefly discuss the next session and have participants fill out evaluation forms.

ACKNOWLEDGEMENTS

This activity was taken from a presentation given by Dr. William Alkire, Consultant, at the Office of the Sacramento County Superintendent of Schools.

Jeanne Mendoza, et. al. Focus on Parenting, San Diego Unified School District and San Diego County Department of Education. San Diego, California December, 1979., p. 7.

BIBLIOGRAPHY

Canfield, Jack and Harold C. Wells, 100 Ways to Enhance Self-Concept in the Classroom, Prentice - Hall, Inc. Englewood Cliffs, New Jersey, 1976.

Reckinger, Nancy, Ed.D. Parents' Record of Educational Progress (PREP): How to Ensure Your Child's Success in School, Canoga Park, California, Center for Education Alternatives, 1982.

Reasoner, Robert W. Building Self-Esteem. Consulting Psychologists Press, Inc. Palo Alto, California, 1982.

Bowdoin, Ruth, La Importancia de los Buenos Sentimientos, Wedster's International Tutoring Systems, Inc. 1978.

Nelson, Jane, Positive Discipline, Adlerian Counseling Center, 4984 Arboleda Drive, Fair Oaks, California 95628.

Coons, Phyllis, "Parenting a Learned Act." The Boston Globe, August 22, 1982., (p. ?).

HANDOUTS AND FORMS

DATE: _____

TO: _____

Happy Gram

Message: _____

_____

_____

_____

_____

_____

FROM: _____

DATE: _____

TO: _____

Happy Gram

Message: _____

_____

_____

_____

_____

_____

FROM: 32

WAYS I CAN HELP MY CHILD BUILD SELF-ESTEEM

1. Give lots of praise for the good thing he/she does.
2. Give more attention to positive behavior.
3. Give him/her good quality time.
4. Share favorite activities that he/she likes to do.
5. Allow him/her to have more freedom as he/she grows older.
6. Give him/her opportunities to make choices.
7. Allow him/her to help make decisions during family meetings.
8. Hug, kiss, pat on shoulder, etc.
9. Let child know it's what he/she does that is bad, not he or she.
10. Display child's "work." PRAISE.
11. Compliment the way the child looks.
12. Allow choice of clothes.
13. Listen and give feedback.
14. Be honest.
15. Do not expect perfection. Allow child to make mistakes and to learn from them.
16. Give responsibility.
17. Encourage and support him/her as he/she meets difficulties and challenges.

"SUGGESTIONS THAT HELP TO ENCOURAGE"

- Value your children as they are.
- Have positive expectations of your children.
- Have confidence in your children.
- Avoid comparing your children with their brothers, sisters and neighbors.
- Encourage and help your children to set up goals for themselves.
- Accept individual differences -- each one of us is unique.
- Give your children the opportunity and freedom to make choices. Choices that are made in an atmosphere that is open and accepting will allow children to grow in confidence and self-respect.
- Parents who encourage are always busy searching for positive behavior in their children.
- Accept mistakes in your children. We all make them. Help them to learn from mistakes.
- It takes time and effort to learn how to encourage effectively. The ability to encourage is a learned skill that improves with practice (by doing).
- Remember that self-encouragement leads naturally to the encouragement of others. As you identify and acknowledge your own strengths and resources, you'll begin to recognize those of your children more clearly.

BUILDING SELF-CONFIDENCE

1) List three ways that your child is skillful:

_____

_____

_____

_____

_____

2) List three things you really appreciate about your child:

_____

_____

_____

_____

_____

3) List three times when your child proved he/she is a responsible person:

_____

_____

_____

_____

_____

Now, be sure to tell them!

PROFESSIONAL DEVELOPMENT EVALUATION

Title of Presentation: _____

Objective(s)/Purpose(s): _____

Presenter: _____ Location: _____

Participant's Position: _____ School: _____

Part I

1. What was the most useful part of this activity?

2. What was the least useful part of this activity?

3. What did you learn from this activity?

4. How will this help you in your position?

5. Why are you attending this professional development?

Part II

Please evaluate the activity by checking the appropriate column according to the scale below.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Statement	SA	A	D	SD
1. The purpose(s)/objective(s) of the activity were clear.				
2. The activity increased my knowledge of the content area.				
3. The activity was organized effectively.				
4. Questions were allowed and encouraged.				

Part III

1. In order to meet your needs, what is the first follow-up that should be offered?

2. Comments/Suggestions:

TRAINER SELF-EVALUATION

Title of Session _____
Date of Session _____
Participants _____

1. Objectives for this session:

2. To what extent were objectives accomplished?

3. What I did best in the session:

4. What I could improve when I repeat the session:

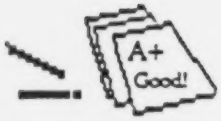
5. Additional Comments:

TRANSPARENCIES

(The following pages should be used as masters for transparencies)

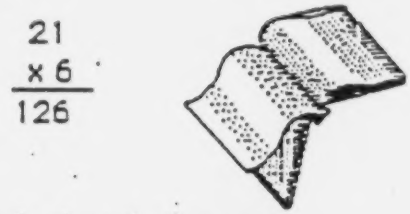
Self-Esteem: An Essential Element of Student Learning

Objectives



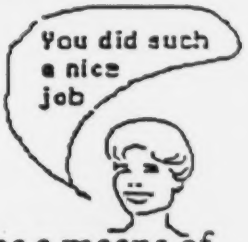
The participants will:

understand the relationship of positive self-esteem to academic achievement.



understand the important role that their own self-image plays in the development of their children's self-esteem.

learn what parents can do to build a child's self-confidence.

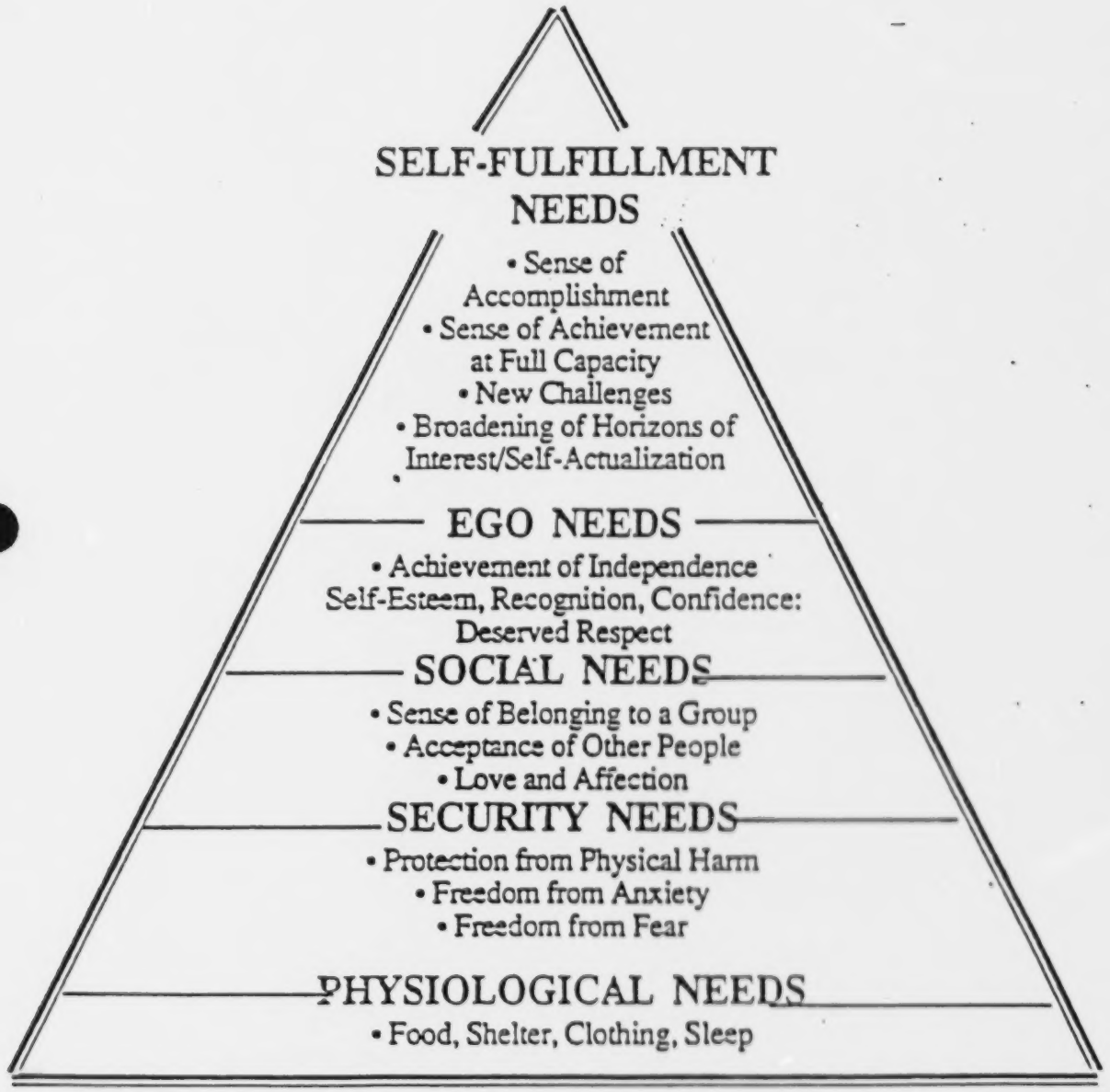


understand the use of encouragement as a means of helping children to center on their own strengths.

HOME-SCHOOL PARTNERSHIP
California Migrant Education

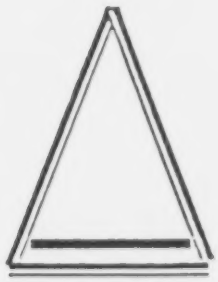
BEST COPY AVAILABLE

MASLOW'S HIERARCHY OF NEEDS


SELF-FULFILLMENT NEEDS
• Sense of Accomplishment
• Sense of Achievement at Full Capacity
• New Challenges
• Broadening of Horizons of Interest/Self-Actualization
EGO NEEDS
• Achievement of Independence
Self-Esteem, Recognition, Confidence: Deserved Respect
SOCIAL NEEDS
• Sense of Belonging to a Group
• Acceptance of Other People
• Love and Affection
SECURITY NEEDS
• Protection from Physical Harm
• Freedom from Anxiety
• Freedom from Fear
PHYSIOLOGICAL NEEDS
• Food, Shelter, Clothing, Sleep

PHYSIOLOGICAL NEEDS

* Food
* Shelter
* Clothing

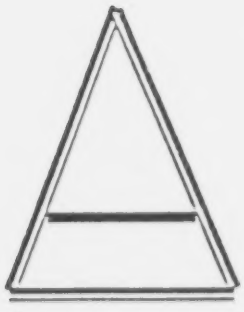


SECURITY NEEDS

* Protection from Physical Harm

* Freedom from Anxiety

* Freedom from Fear



SOCIAL NEEDS

* Sense of Belonging to a Group

* Acceptance of Other People

* Love and Affection

EGO NEEDS

* Achievement of Independence
* Self-Esteem
* Recognition
* Confidence
* Deserved Respect

41

CHARTS

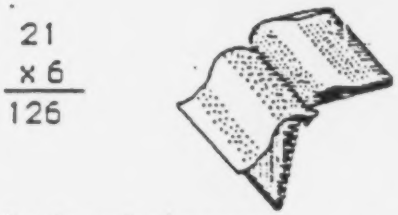
Charts should be made from the following pages)

Self-Esteem: An Essential Element of Student Learning

Objectives

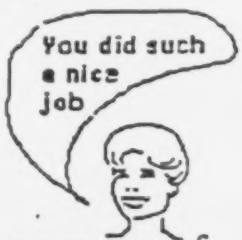
The participants will:

understand the relationship of positive self-esteem to academic achievement.



understand the important role that their own self-image plays in the development of their children's self-esteem.

learn what parents can do to build a child's self-confidence.



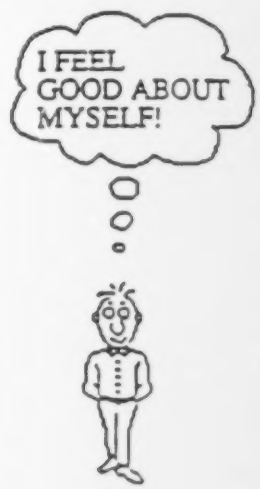
understand the use of encouragement as a means of helping children to center on their own strengths.

WHAT IS SELF-ESTEEM?

Self-Esteem is a word we use to describe how people feel about themselves. How we feel about ourselves influences:

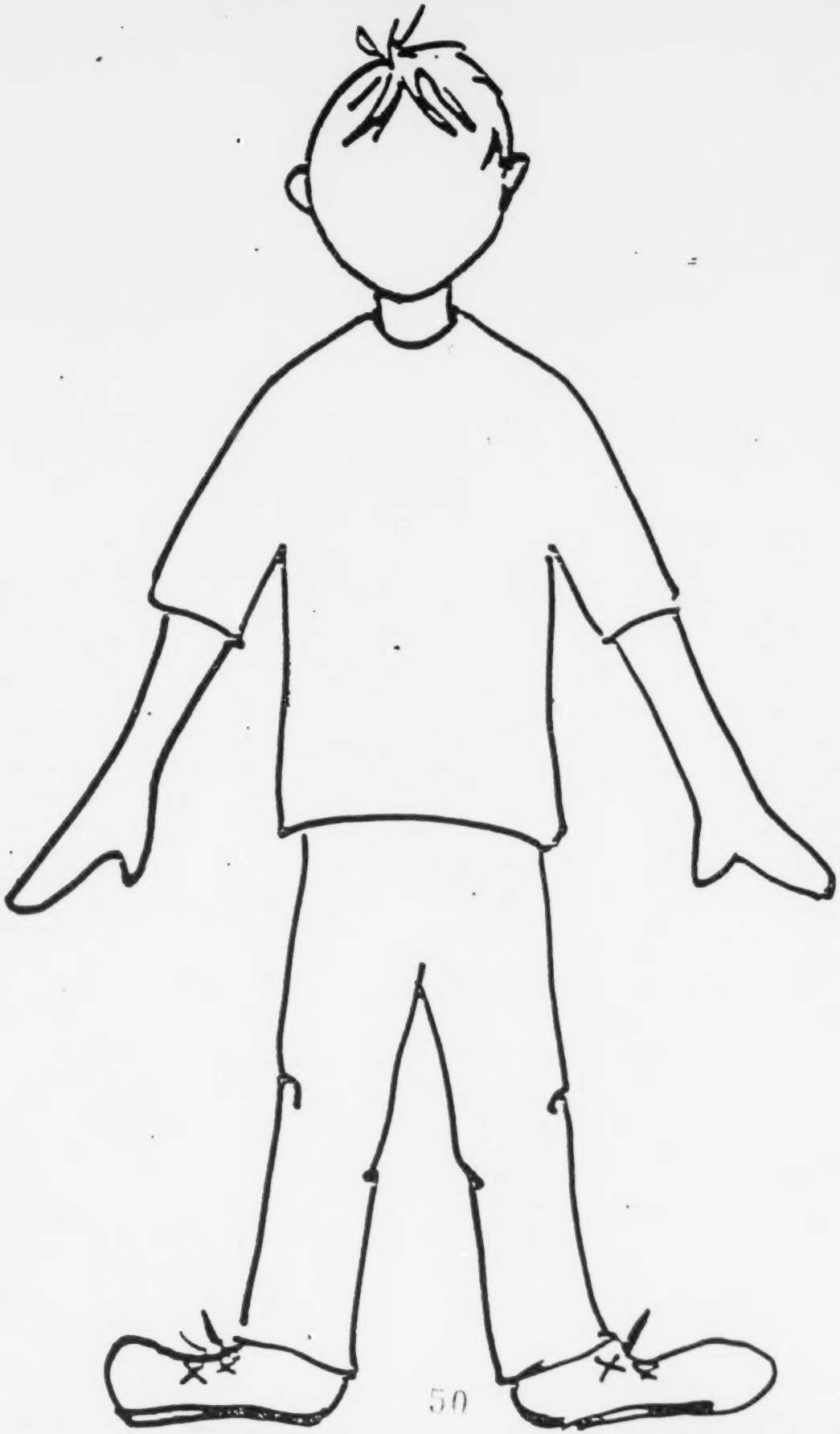
- Our Actions Toward Others.

- What We Accomplish In Life.



MASLOW'S HIERARCHY OF NEEDS

IALAC



Section II: Effective Parent-Teacher Conferences

SECTION II: ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	Parents will understand the purpose of the parent-teacher conference.	Whole Group Individual	Name Tags **Transparency**: Objectives Triangle **Chart:** Purpose of Parent-Teacher Conference Triangle

Opening As participants arrive give them take a name tag and have them write their name on it. Welcome participants to training and briefly review the purpose of the workshop.

Introduction Introduce yourself. Explain that this workshop will deal with parent-teacher conferences and that you would like to take a minute to talk about an experience they have had with one of their children's teachers. Allow a minute then ask participants to introduce themselves, give the number of children in the family, and children's ages.

Objectives Using the transparency, briefly go over the objectives for this workshop.

Purpose of Parent-Teacher Conference

The number one link between the home and school is the parent-teacher conference. Schools provide the opportunity for parents and teachers to get together once or twice a year. (However, parents need to realize they can request a conference at any time.) A parent-teacher conference can be one of the most important events of the year.

(Chart)

Purpose of Conference

The conference is an opportunity for you to:

- Get to meet your child's teacher.
- Learn how school policies such as discipline, bussing, grading, homework, extra curricular activities, etc. affect your child.
- Discuss your child's strengths and weaknesses in various areas.
- Find out how you child gets along with others.
- Give teachers information that will help them to understand your child's needs.
- Learn what you can do at home to help your child do better in school.

- Share with the teacher your expectations for your child in school.
- Share with the teacher any family situations that might be affecting your child.

Importance of Preparation

Preparing for the conference takes time. The teacher will spend considerable time gathering samples of your child's work, records, test scores, etc. Class work may be displayed throughout the room. You, too, should be prepared for the conference.

SECTION II: ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
40 minutes	Parents will learn how to prepare for a parent-teacher conference.	Small Group Individual	Picture of a child, triangle transparency, paper and pencil, blank chart paper, pen. **Handout:** Information to Provide Your Child's Teacher **Transparency:** Triangle Transparency

BACKGROUND

Explain to the participants that you will now present information that will assist them in being prepared for a conference.

(Using the page with the child's face on it hold up the page and explain the significance of sharing information. Cut the picture in half while mentioning that both the parent and the teacher have equal responsibility for sharing information about the child.) Both parent and teacher deal with the child and know a different side of the child.

Conference time is when they can share that information and put together a complete picture of the child. (Place picture back together.)

RESEARCH

(Triangle Transparency/or Chart)

Read the following excerpt from "*A Two-Way Street*" by Sarah Lightfoot.

Explain that the author is an American Indian who is a sociologist at Harvard Graduate School of Education. Dr. Lightfoot's recent research has focused on the lives of teachers and the children in their classroom.

Dr. Lightfoot states, "Conversations between families and schools should not take place above children's heads, behind their backs, or in language they don't understand. The family-school relationship should be a triangular one, including the experiences and perspectives or parents, teachers, and children." Dr. Lightfoot pointed out, "When adult figures begin to focus on their reason for coming together

	in the first place, and begin to act in the best interest of the child, some of their defensiveness will fade away, and the territorial lines will erode." (Use the transparency to point out how the child fits into the triangle.)
SMALL GROUP ACTIVITY	Divide the group in half and have each group select a recorder. One group will brainstorm and come up with information parents could share with the teacher, and the other group will brainstorm and develop questions that they would ask the teacher. (*Allow 10 minutes.*)
	Reconvene and ask one member of each group to share information.
(Blank Chart Paper) (Handout)	Record information on chart. Add your suggestions and handout "*Information for Parents to Share with a Teacher.*"
	(*Questions will be used later -- save*)
INDIVIDUAL WORK	Using information on chart and handouts ask participants to think of one of their own children and formulate an outline of the information they actually want to share with their child's teacher. (*Distribute paper and pencils and allow 10 minutes.*) Ask volunteers to share their outline.

SECTION II: ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	Parents will understand the importance of basic communication skills and apply them to parent-teacher conference situations.	Whole Group Two-member teams	Chart/transparency Good Listening Skills

THE IMPORTANCE OF BASIC LISTENING SKILLS

(Explain the following) Although the purpose of a parent-teacher conference is to discuss your child's education and related topics, both parents and teachers sometimes come away feeling less than satisfied. This may be attributed to poor communication skills on the part of parent or teacher. If anything is going to be accomplished, it is vital that both participants communicate effectively.

BASIC COMMUNI-CATION SKILLS

Basic communication skills can be taught. The first component of skillful communication is active listening

Active listening, as opposed to just hearing, is more difficult than most people realize. Active listening requires that we focus on the speaker and attempt to understand the message being sent to us by the speaker.

Active listening requires that we: focus on the speaker; keep our mind on what the speaker is saying; and that we wait until we hear all the information before we formulate an answer. In other words, **WE ARE LISTENING ATTENTIVELY.**

CHART OR TRANSPAR-ENCY

Good Listening Skills

Active listening requires that we suspend judgments and direct all our energy into listening.

Point out that good listeners will develop the following skills:

- Focus attention on the speaker.

BEST COPY AVAILABLE

- Give verbal feedback by acknowledging what speaker has communicated.
- Indicate an open, "I want to understand attitude."
- Encourage the speaker (tell me more).
- Ask related questions.
- Express interest and empathy.
- Practice active listening behaviors in a sincere and real way.

Ask participants to select a partner and for this activity pretend your partner is your child's teacher. Share information with her/him that will help the teacher to know your child better. Encourage them to practice their active listening skills. (Each participant plays each role -- listener and speaker.) Time speakers for one minute. Listeners them summarize what they have heard. (Reverse roles.)

(At the end of 10 minutes bring the group back together and discuss how people felt about being active listeners.)

Review the importance of active listening.

*"If we were supposed to talk more than we listen, we would have two mouths and one ear".....*MARK TWAIN

SECTION II: ACTIVITY 4

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	Participants formulate essential questions to ask during a parent-teacher conference.	Whole Group Individual Two-member teams	Blank chart paper and pens **Charts:** Closed Questions Open-Ended Questions

BACKGROUND

(Blank Chart Paper)

Explain to the participants that in addition to listening they will be asking questions during a conference. Ask, "What are questions used for?"

Call on volunteers. Record responses on chart paper and add the following if they have not been stated:

- To verify how well you have understood another person's message.
- To verify how well what you have said has been understood by the listener.
- To seek to draw out new ways of looking at information.
- To clarify a message.

Point out that there are two types of questions: Closed and open.

(*Refer to chart*)

Closed questions usually begin with words like: Do, Is, Have you, Will you, etc. A closed question calls for a limited response. Generally, the answer is "yes" or "no".

Some examples of closed questions are:

Will you please help Mary with her homework?

Is Maria behaving in class?

Do you like this?

(Blank Chart Paper)

Ask participants to give more examples of closed questions. (Record on blank chart.) Using the chart, point out that open-ended questions usually ask for specific or general information. They are used to give the listener an opportunity to respond in a variety of ways -- not a simple "yes" or "no".

OPEN-ENDED QUESTIONS

Generally open-ended questions do not put the other person on the defensive. Some examples are:

- How can we do this together?
- What does this mean to you?
- In what way can I help Alicia with her homework?
- How do you suggest we tackle that problem?

Ask participants to come up with suggested open-ended questions. (Record on blank chart.)

Ask participants to look at the questions that the group generated earlier in the session. Ask a volunteer to read the questions and then the group can decide if the questions are open-ended or closed.

HANDOUTS: (Questions for Parents)

Distribute the handout, **Questions for Parents.** Tell them that for the next activity want them to examine the questions on the list, think about one child in their family and select four or five questions from the list that would be appropriate to ask about that child.

If the questions on the list are not appropriate, tell participants that it is okay to write their own questions. Ask participants to select a partner and pretend their partner is their child's teacher, and ask her/him your questions. Use at least two open and two closed questions.

The partner will practice effective listening skills, and partners will reverse roles. (Allow 10 minutes for activity.)

Review briefly with participants the guides for effective listening. (Refer to Chart)

SECTION II: ACTIVITY 5

TIME	PURPOSE	SETTING	MATERIALS
20 minutes	Participants will become familiar with the components of a productive parent-teacher conference.	Whole Group	**Handout:** Productive Conference Techniques

SUMMARY

Today you have been examining the key factors in successful conference. As a concluding activity tell the participants they will examine the final key factors involved.

PRODUCTIVE CONFERENCE TECHNIQUES (Handouts)

The following items should be kept in mind:

- Talk to your child before the conference to learn what her/his thoughts are about school. Ask your child if he/she has any concerns about school he/she would like to have discussed.
- Before the conference write down a few questions you want to ask the teacher about your child's school life, learning environment, etc.
- Write down the points you think will help the teacher know your child a little better.
- Both parents or guardians should make it a point to attend the conference. (Research indicates that when both parents attend the teacher works harder with a child.)
- Approach the conference in a positive manner and approach the teacher as a partner who is working with you to provide your child with a quality education.
- Let the teacher know that you are very interested in your child's education and that you are anxious to help your child with a quality education.
- If a problem exists, ask what you can do to help resolve it.
- Set up another meeting time, if necessary. Perhaps, a phone call would be appropriate.
- Together with the teacher, formulate any plan or steps that you agree upon in order to help your child improve. Write out that plan.
- After the conference discuss the proceedings with your child. Praise and encourage and let him/her know that you are working closely with the teacher to help him/her. In addition:
    - Point out strengths and positive accomplishments discussed with the teacher.

BEST COPY AVAILABLE

- Share the follow-up plan that you and the teacher devised.
- Let your child know exactly what is expected or him/her and what the consequence will be, if expectations are not met.
- Let your child know that there will be another follow-up conference, if needed.

Explain to participants the importance of the follow-up. They should be sure that they are clear on what follow-up activities, plans, or steps they should take. The parent should not leave the conference until there is agreement on what both the teacher and parent will be doing to assure the child receives whatever support is needed from both the teacher and parent.

After they return home, participants should start immediate action on any plan they decided to follow. To help with this they should think about the following:

- What did the teacher recommend?
- Was outside help necessary?
- Is there a place set aside for studying?
- Should your child visit the library more often?
- What can I do to help my child be more successful?
- What does my child need to do to be more successful?

EVALUATION AND WRAP-UP

Thank participants for coming and remind them about the importance of what they have learned in this workshop. Fill out evaluation forms and remind them of upcoming workshops.

ACKNOWLEDGEMENTS

1. Adapted from Los Angeles Unified School District Administrative Region G handout, "Parent Participation in an Effective Parent-Teacher Conference."

2. Idea taken from: Baron Bruce and Christine and Bonnie MacDonald, What Did You Learn In School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Child. New York: Warner Books, 1983, p. 41.

3. A Two-Way Street: Home-School Cooperation in Curriculum Decisonmaking. Edited by Robert L. Sinclair. Boston: The Institute of Responsive Education, 1980, p. 68.

4. Working in Groups, February, 1983.

BIBLIOGRAPHY

Baron, Bruce and Christine, and Connie MacDonald, What Did You Learn In School Today? A Comprehensive Guide to Getting the Best Possible Education for Your Child. New York: Warner Books, 1983.

Lightfoot, Sara L. Worlds Apart Relationships Between Families and Schools. New York: Basic Books, 1978.

HANDOUTS AND FORMS

SUGGESTED QUESTIONS FOR PARENTS TO ASK A TEACHER DURING A PARENT-TEACHER CONFERENCE

Curriculum

- How is my child progressing in each subject area, i.e., reading, math, spelling, science, art, etc.?
- What books, i.e. reading series, are being used in your class? In school?
- What reading group is my child in?
- What criteria did you use to place my child in his/her group?
- What is my child's strongest subject?
- What is my child's weakest subject?
- What can I do at home to encourage and support my child in areas where he/she needs help the most?

Testing

- What are the results of the standardized test my child has taken?
- Is my child progressing at the level of his/her capability according to the test outcomes?
- What are your expectations for my child based on the test results?

Social Skills

- How does my child get along with his/her classmates?
- How does my child behave in and out of the classroom?
- Does my child participate in group activities?
- Does my child have noticeable leadership qualities?

Homework and Discipline Policies

- What are your disicipline rules?
- What is your homework policy?
- Do you collect and correct assigned homework?
- How do you discipline the children when they misbehave?

BEST COPY AVAILABLE

SUGGESTED INFORMATION FOR PARENTS TO SHARE WITH A TEACHER DURING A PARENT-TEACHER CONFERENCE

1. Information About the Family.
   - Child's place in the family constellation (oldest, middle, youngest).
   - Child's relationship with his/her brothers and sisters.
   - Crisis situation at home that can be affecting child's behavior.

2. Your Child's TV Viewing Practices.
   - Hours of TV watched during the week.
   - Selection process used in family to determine which programs will be viewed during the week.
   - Monitoring and/or discussion of programs watched.

3. Your Childs's Special Interests/Abilities/Hobbies.
   - Specific community related activities.
   - Participation in athletic activities.
   - Hobbies such as stamp collecting, coin collecting, gardening, etc.

4. Your Child's Homework Schedule.
   - Time spent doing daily homework.
   - Homework supervision.
   - Process parents use to review homework.

5. Your Child's Participation in Learning/Writing at Home
   - Visits to the library, museum, zoo and other educational outings.
   - Reading to child; encouragement of leisure reading and general discussion of materials read at home.
   - Family participation in learning games and activities.
   - Encouragement of writing: letters to relatives, poetry, stories, etc.

6. Your Child's Health/Emotional Problems
   - Allergies
   - Special needs i.e. hard of hearing, visual problems, hyperactivity.
   - Medications being used by child.

7. Rules and Responsibilities At Home
   - Time child goes to bed and/or wakes up.
   - Participation by child in family chores.
   - Use of discipline at home.
   - System for rewarding positive behavior.

PRODUCTIVE CONFERENCE TECHNIQUES

- ❑ Talk to your child before the conference to learn what his/her thoughts are about school. Ask your child if they have any concerns about school they would like to have discussed.
- ❑ Before the conference write down a few questions you want to ask the teacher about your child's school life, learning environment, etc.
- ❑ Write down the points you think will help the teacher know your child a little better.
- ❑ Both parents or guardians should make it a point to attend the conference. (Research indicates that when both parents attend, the teacher works harder with a child.)
- ❑ Approach the conference in a positive manner and approach the teacher as a partner who is working with you to provide your child with a quality education.
- ❑ Let the teacher know that you are very interested in your child's education and that you are anxious to help your child with a quality education.
- ❑ If a problem exists, ask what you can do to help resolve it.
- ❑ Set up another meeting time, if necessary. Perhaps, a phone call would be appropriate.
- ❑ Together with the teacher formulate any plan or steps that you agree upon in order to help your child improve. Write out that plan.
- ❑ After the conference, discuss the proceedings with your child. Praise and encourage and let him/her know that you are working closely with the teacher to help him/her.
- ❑ Point out strengths and positive accomplishments discussed with the teacher.
- ❑ Share a follow-up plan that you and the teacher devised.
- ❑ Let your child know exactly what is expected of him/her and what the consequences will be, if expectations are not met.
- ❑ Let your child know that there will be another follow-up conference, if needed.

BEST COPY AVAILABLE

PROFESSIONAL DEVELOPMENT EVALUATION

Title of Presentation:_____

Objective(s)/Purpose(s):_____

Presenter:_____ Location:_____

Participant's Position:_____ School:_____

Part I

1. What was the most useful part of this activity?

2. What was the least useful part of this activity?

3. What did you learn from this activity?

4. How will this help you in your position?

5. Why are you attending this professional development?

Part II

Please evaluate the activity by checking the appropriate column according to the scale below.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Statement	SA	A	D	SD
1. The purpose(s)/objective(s) of the activity were clear.				
2. The activity increased my knowledge of the content area.				
3. The activity was organized effectively.				
4. Questions were allowed and encouraged.				

Part III

1. In order to meet your needs, what is the first follow-up that should be offered?

2. Comments/Suggestions:

TRAINER SELF-EVALUATION

Title of Session_____

Date of Session_____

Participants_____

1. Objectives for this session

2. To what extent were objectives accomplished?

3. What I did best in the session:

4. What I could improve when I repeat the session:

5. Additional Comments:

TRANSPARENCIES

Effective Parent-Teacher Conferences

OBJECTIVES

The participants will:

- **understand the importance of a parent-teacher conference as the number one link between the school and themselves;**

- **develop strategies to prepare for a parent-teacher conference;**

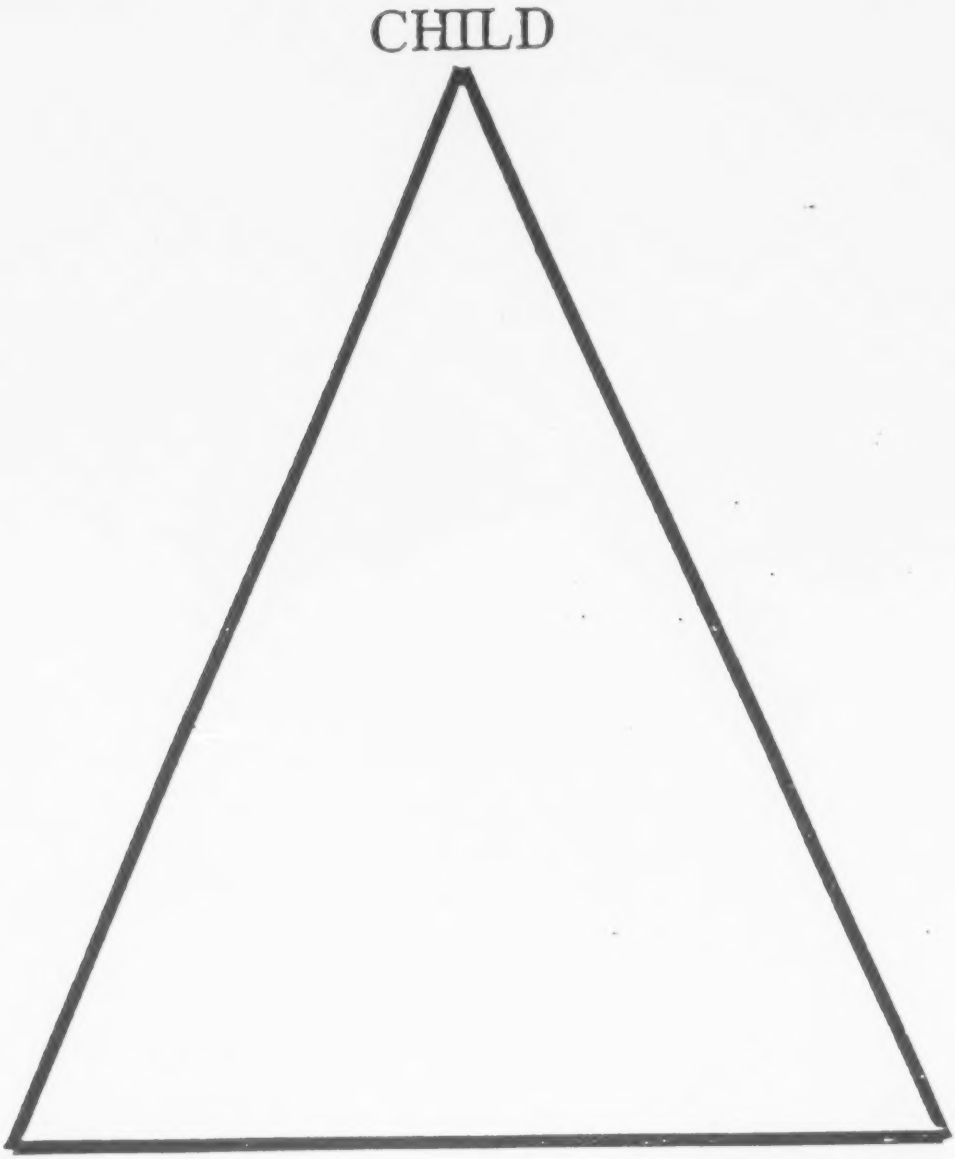
- **understand the importance of basic communication skills and apply them to parent-teacher conference situations; and**

- **formulate essential questions to ask during a parent-teacher conference.**

Purposes of Parent-Teacher Conference

The conference is an opportunity to:

- Meet your child's teacher
- Learn how school policies such as discipline, bussing, grading, homework, extra curricular activities, etc., affect your child.
- Discuss your child's strengths and weaknesses in various areas.
- Find out how your child gets along with others.
- Find out how your child behaves in and out of class.
- Give teachers information that will help them to understand your child's needs.
- Learn what you can do at home to help your child do better in school.
- Share with the teacher your expectations for your child in school.
- Share with the teacher any family crisis that might be affecting your child.


CHILD
PARENT
TEACHER

GOOD LISTENING SKILLS

Good listeners will:

- Focus attention on the speaker.
- Give verbal feedback by acknowledging what the speaker has communicated.
- Indicate an open, "I want to understand attitude."
- Encourage the speaker. (Tell me more).
- Ask related questions.
- Express interest and empathy.
- Practice active listening behaviors in a sincere and real way.

"If we were supposed to talk more than we listen, we would have two mouths and one ear". . . . **Mark Twain**.

CLOSED QUESTIONS

Closed questions usually begin with words like:

Do .....?

Is.....?

Has.....?

Have you.....?

Will you.....?

A closed question calls for a limited response. Generally, the answer is "yes" or "no". Come examples of closed questions are:

Will you please help Mary with her homework?

Is Maria behaving in class?

Do you like this?

OPEN-ENDED QUESTIONS

Open-ended questions usually ask for specific or general information. Open-ended questions are used to give the listener an opportunity to respond in a variety of ways -- not a simple *yes* or *no*.

Generally open-minded questions do not put the other person on the defensive. Some examples are:

- How can we do the work together?
- What does this mean to you?
- In what ways can I help Alicia with her homework?
- How do you suggest we tackle that problem?

PRODUCTIVE CONFERENCE TECHNIQUES

- ❑ Talk to your child before the conference to learn what his/her thoughts are about school. Ask your child if they has any concerns about school they would like to have discussed.
- ❑ Before the conference write down a few questions you want to ask the teacher about your child's school life, learning environment, etc.
- ❑ Write down the points you think will help the teacher know your child a little better.
- ❑ Both parents or guardians should make it a point to attend the conference. (Research indicates that when both parents attend, the teacher works harder with a child.
- ❑ Approach the conference in a positive manner and approach the teacher as a partner who is working with you to provide your child with a quality education.
- ❑ Let the teacher know that you are very interested in your child's education and that you are anxious to help your child with a quality education.
- ❑ If a problem exists, ask what you can to help resolve it.
- ❑ Set up another meeting time, if necessary. Perhaps, a phone call would be appropriate.
- ❑ Together with the teacher formulate any plan or steps that you agree upon in order to help your child improve. Write out that plan.
- ❑ After the conference, discuss the proceedings with your child. Praise and encourgage and let him/her know that you are working closely with the teacher to help him/her.
- ❑ Point out strengths and positive accomplishments discussed with the teacher.
- ❑ Share a follow-up plan that you and the teacher devised.
- ❑ Let your child know exactly what is expected of him/her and what the consequences will, if expectations are not met.
- ❑ Let your child know that there will be another follow-up conference, if needed.

CHARTS

(The following pages should used to develop charts)

Effective Parent-Teacher Conferences

OBJECTIVES

The participants will:

- **understand the importance of a parent-teacher conference as the number one link between the school and themselves;**

- **develop strategies to prepare for a parent-teacher conference;**

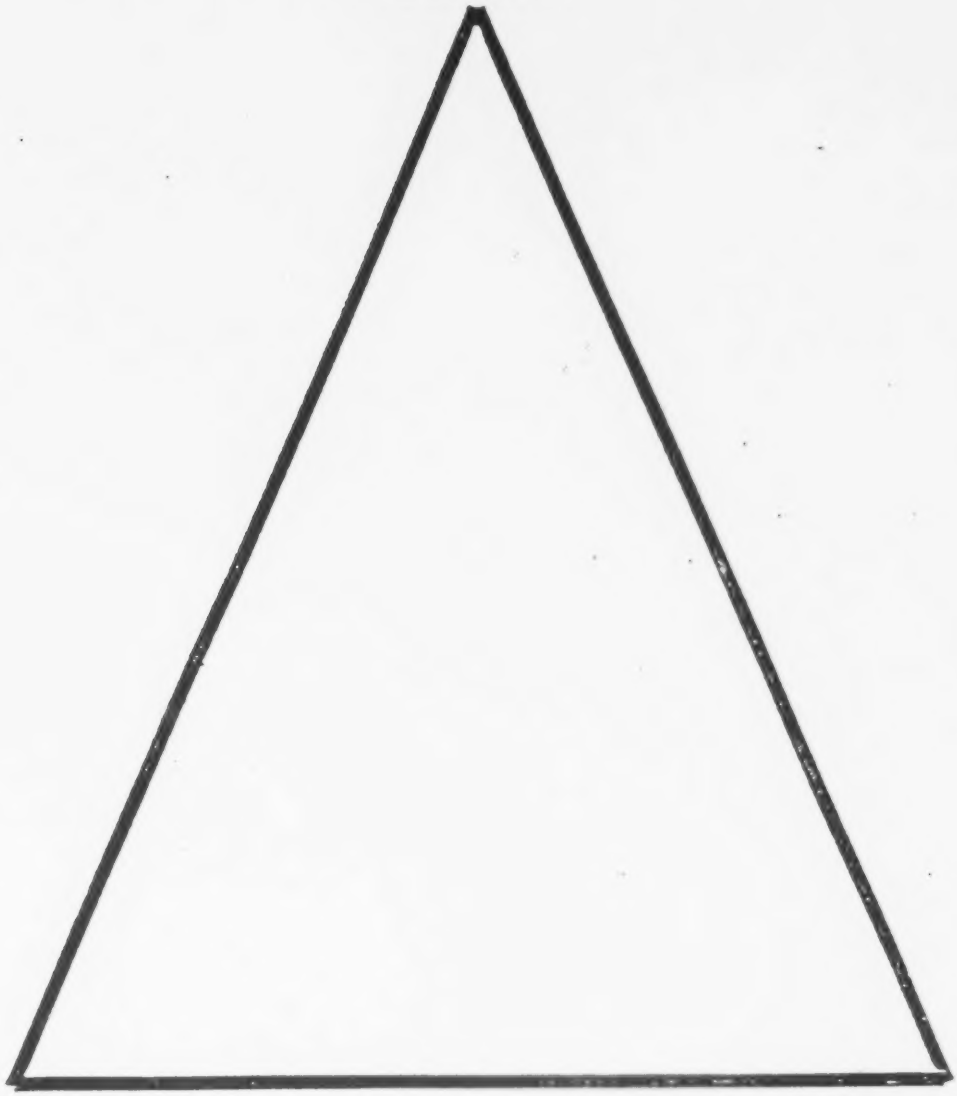
- **understand the importance of basic communication skills and apply them to parent-teacher conference situations; and**

- **formulate essential questions to ask during a parent-teacher conference.**

Purposes of Parent-Teacher Conference

The conference is an opportunity to:

- Meet your child's teacher
- Learn how school policies such as discipline, bussing, grading, homework, extra curricular activities, etc., affect your child.
- Discuss your child's strengths and weaknesses in various areas.
- Find out how your child gets along with others.
- Find out how your child behaves in and out of class.
- Give teachers information that will help them to understand your child's needs.
- Learn what you can do at home to help your child do better in school.
- Share with the teacher your expectations for your child in school.
- Share with the teacher any family crisis that might be affecting your child.


CHILD
PARENT
TEACHER

GOOD LISTENING SKILLS

Good listeners will:

- Focus attention on the speaker.
- Give verbal feedback by acknowledging what the speaker has communicated.
- Indicate an open, "I want to understand attitude."
- Encourage the speaker. (Tell me more).
- Ask related questions.
- Express interest and empathy.
- Practice active listening behaviors in a sincere and real way.

CLOSED QUESTIONS

Closed questions usually begin with words like:

Do .....?

Is.....?

Has.....?

Have you.....?

Will you.....?

A closed question calls for a limited response. Generally, the answer is "yes" or "no". Come examples of closed questions are:

Will you please help Mary with her homework?

Is Maria behaving in class?

Do you like this?

OPEN-ENDED QUESTIONS

Open-ended questions usually ask for specific or general information. Open-ended questions are used to give the listener an opportunity to respond in a variety of ways -- not a simple *yes* or *no*.

Generally open-minded questions do not put the other person on the defensive. Some examples are:

- How can we do the work together?
- What does this mean to you?
- In what ways can I help Alicia with her homework?
- How do you suggest we tackle that problem?

PRODUCTIVE CONFERENCE TECHNIQUES

- ❑ Talk to your child before the conference to learn what his/her thoughts are about school. Ask your child if they has any concerns about school they would like to have discussed.
- ❑ Before the conference write down a few questions you want to ask the teacher about your child's school life, learning environment, etc.
- ❑ Write down the points you think will help the teacher know your child a little better..
- ❑ Both parents or guardians should make it a point to attend the conference. (Research indicates that when both parents attend, the teacher works harder with a child.
- ❑ Approach the conference in a positive manner and approach the teacher as a partner who is working with you to provide your child with a quality education.
- ❑ Let the teacher know that you are very interested in your child's education and that you are anxious to help your child with a quality education.
- ❑ If a problem exists, ask what you can to help resolve it.
- ❑ Set up another meeting time, if necessary. Perhaps, a phone call would be appropriate.
- ❑ Together with the teacher formulate any plan or steps that you agree upon in order to help your child improve. Write out that plan.
- ❑ After the conference, discuss the proceedings with your child. Praise and encourgage and let him/her know that you are working closely with the teacher to help him/her.
- ❑ Point out strengths and positive accomplishments discussed with the teacher.
- ❑ Share a follow-up plan that you and the teacher devised.
- ❑ Let your child know exactly what is expected of him/her and what the consequences will, if expectations are not met.
- ❑ Let your child know that there will be another follow-up conference, if needed.

BEST COPY AVAILABLE

Section III - Home Study Skills: Providing Home Learning Experiences

SECTION III: ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	Participants will become aware of research supporting the role of parents as participating teachers in their own children's education and its direct relationship to student achievement.	Whole Group Small groups	Name Tags, paper, pencils, attendance sheet, blank chart paper **Charts &Transparencies**: Objectives Curriculum of the Home **Handouts:** TV Time Chart/Children & TV Channeling Your Children's Viewing

Introduction (Transparency and Chart Objectives)

Leader introduces herself/himself, welcomes parents, gives name of workshop and reviews objectives (Transparency and chart).

Ask parents to please put on name tags. Ask participants to introduce herself/himself by providing the following information: 1) name, 2) names of children in family and grade level, 3) assessment of what their children do on a typical evening after school of a typical weekday.

After everyone has had an opportunity to speak, the leader thanks participants for their cooperation.

Background

Leader should share the following information with the participants regarding the importance of parent-child interactions at home and the effect they have on academic achievement in school.

Research

Herbert Walberg, Research Professor of Education at the University of Illinois, has examined dozens of research studies of parental effects on children's learning. From his analysis, he has found overwhelming evidence that what parents do with their children is a key factor in student acheivement. ***In fact, what parents do with their children is twice as large a predictor of children's school performance than is the family's social or economic status.***

Curriculum of the Home

Improving Communication in the Home

Walberg has suggested that the following things done at home can help children the most. (Chart and transparency).

- TALK WITH CHILDREN ABOUT SCHOOL AND EVERYDAY EVENTS

The important thing here is the idea of talking with and listening to what children are saying about the everyday events in their lives.

Activity
(Blank Chart Paper and Pen)

Leader should now divide the group into smaller groups of approximately four and ask each group to select a recorder to jot down information on the paper provided. This information will be shared with the group after 10 minutes.

Groups are asked to brainstorm and give specific suggestions and examples of what has been successful for them in improving communication at home between children and themselves. (At the end of 10 minutes leader should bring group back together and ask for summary reports from each group). Discuss the contributions of the groups. Record on blan chart paper.

Television Viewing and Academic Success
(Number 2 on chart)

At the conclusion of the discussion present the following information to participants. The statistics about television are alarming. The average kindergarten graduate has already seen more than 5,000 hours of television in his/her lifetime. That is more than it takes to obtain a bachelor's degree. In addition, a 1980 study conducted by the State Department of Education found that the more time children spending watching TV, the lower their achievement scores. One Gallup poll showed that 82 percent of elementary school children had not read a book in the previous month, while they had **averaged more than 100 hours of television.**

TV Time Chart
(Handout)

Explain that the next activity will help them assess their own TV viewing habits. Distribute TV Time Charts and explain that the information on the charts will be for their own information. It will not be shared. (Pass out handout and allow

participants five minutes to complete. At the end of the five minutes conduct a discussion on the information concerning television.)

Children & TV (Handouts)

Explain the handout, "Children and TV, Watch It". Distribute the handout and allow a few minutes for participants to read and discuss the handout; pass out Channeling Your Children's Viewing. (Discuss). Divide the participants into small groups of three or four and ask them to brainstorm and list the most effective ways they feel they can control TV use. Ask one person in each group to record suggestions to be shared with the larger group later. Allow 10 minutes for this activity. After 10 minutes, call input from small groups.

More Information on the Curriculum of the Home

(refer to Chart #'s 3,4,5 and6)

In addition to pointing out the damage that TV can do to study habits, Walberg also emphasizes that the following need to be part of the "curriculum of the home":

- Establishing a schedule of study and work at home.
- Encouraging leisure reading.
- Monitoring of peer activities and use of out-of-school time
- Expressing affection and interest in the child's academic progress in school as an indivdual.

Activity

Tell the participants that they will now participate in a group activity that will provide them with the opportunity to examine some concrete ideas of activities that they can use with their own children. Ask them to break into smaller groups again. (Divide group into pairs or smaller groups of 3 or 4, depending on the number of participants).

Explain that each group will discuss and share ideas of activities that have worked for them, or that they would like to try, related to the topics outlined by Walberg. (Refer to chart). Each group is assigned a different topic and selects a recorder to jot down ideas.

BEST COPY AVAILABLE

At the end of 10 to 15 minutes, convene the large group and ask recorders to share

their information.

At the conclusion of the discussion prepare group for the following activity by briefly reviewing what has been covered and tell them that they will now have the opportunity to discuss what it takes to help their children be successful in school.

SECTION III: ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	Participants will understand which activities a child should engage in after school to develop the skills needed to successfully function in a classroom.	Whole Group Small groups	Blank chart paper, pens **Handouts:** Hints for Parents on Helping To Get Homework Done Evaluations **Charts & Transparencies:** Skills That Promote Success Balanced Activity Schedule

Skills Needed for Success

Divide the group into pairs and ask participants to share with their neighbor what the their idea of "success" is. After a few minutes, ask participants to now discuss with their partner what they think of as "success" for their child in school.

After a few minutes bring the group back together and ask if anyone would be willing to share what they think of as "success" for their own child in school?

Brainstorm (Blank chart paper and pen)

After a brief discussion ask, "What are the classroom skills a child needs to achieve "success?" (Record responses on chart paper).

(Chart and Transparency)

The following should be added to the participants' suggestions:

- Ability to problem solve
- Ability to listen and verbalize
- Ability to interact with peers
- Ability to express logical viewpoints
- Ability to thoughtfully listen to and understand teachers during work encounters
- Ability to demonstrate confidence
- Ability to request assistance
- Ability to use social etiquette
- Ability to follow directions
- Is learning to understand self

Identifying Skills Activity

Distribute writing paper and pencils and ask parents to copy on one side of the paper all the items listed on the charts that they feel their children can do well. On the reverse side of the paper ask parents to copy those items their children cannot do well. (Allow 10 minutes).

BEST COPY AVAILABLE

Discussion

Suggest that parents work to develop skills their children need to strengt hen.

Impact of Home Activities

Present the following information: What your child does at home has a lot to do with the skills she/he effectively displays in school. Researchers have calculated that your child will spend about 15,000 hours in school from kindergarten through high school. During that same time period, your child will spend about 85,000 hours out of school, that is, in your care. This amounts to five times as many hours that your child is in school. The success your child experiences in school is determined to a large degree by how wisely your child uses his/her time at home.

To be more specific consider that research studies show that children's after school and weekend activities have a powerful impact on their school performance. Most school-age children spend between 60 to 70 waking hours outside the school -- in their home and neighborhood.

TO ACHIEVE SUCCESS IN SCHOOL, CHILDREN NEED TO BE PROVIDED WITH OPPORTUNITIES TO USE THEIR OUT-OF-SCHOOL TIME DOING THINGS THAT HELP THEM IMPROVE THEIR LITERARY SKILLS, (that is their speaking, reading and writing skills).

Balanced Activity Schedule

A recent study of children in California schools found that elementary school students did better on standardized reading tests when they spent at least one hour an evening doing homework and watched only two hours or less of TV a day.

Another study, the 1976 National Survey of Children, found that students' performance on nationally-normed reading and math achievement tests were significantly affected by children's pattern of time usage after school. On an average, children spent about 7 hours and 20 minutes doing things after school. Students

who achieved better on school tests spent 40 minutes, or more, an evening at home engaged in leisure reading.

These students also spent less time simply "playing" with other youngsters after school, and more time interacting with many adults.

More Research

A detailed research study of 32 families in 1981 in Los Angeles, California revealed similar patterns. Dr. Reginald Clark and his assistants found that students who received higher grades, had higher test scores and were more cooperative in their 4th grade classrooms tended to balance their time after school doing "labor" and"leisure" activities.

Achieving children spent 25 to 35 hours a week, or more, after school and on weekends doing things like:

Balanced Activities (Chart and Transparency)

- Talking with parents and other adults (5-6 hours)
- Leisure reading (4-6 hours)
- Personal writing (2-3 hours)
- Homework and study (4-8 hours)
- Doing chores and errands (1-2 hours)
- Engaged in hobbie, supervised club activities, cultural events, physical exercise (6-12 hours)
- Health upkeep (3-4 hours)

To balance out their "labor" activity schedule these children spent 20 to 30 hours a week doing things like:

- Talking and "playing" informally with siblings and peers
- "Playing" alone
- Watching television and listening to the radio and records
- Daydreaming, thinking, meditating, praying
- Resting and napping
- Eating

Balanced vs. Imbalanced Schedule

Dr. Clark has introduced the idea of the importance of a balanced activity schedule. His hypothesis simply states that a child's evening and weekend activity schedule provides him/her with a certain amount of opportunities to be exposed to and practice new words, ideas, verbal skills, interpersonal skills and problem solving skills. A

"balanced" schedule provides the greatest number of opportunities for a child to develop his/her intellectual skills, because this activity schedule has more opportunities for the child to spend time in activities that require him/her to: talk, listen, cooperate in groups, solve problems and develop different aspects of his/her character and personality. In contrast, a child with an "imbalanced" schedule would spend the majority of his/her after school time "playing", watching television, and doing very little or no reading, writing and dialoguing. This pattern doesn't allow the child to get enough practice in using his/her mind to think and develop literacy skills.

Discussion

Ask if there any questions or comments about a balanced activity schedule.

(Discuss as appropriate).

Establishing a Good Activity Schedule

Pass out the Daily Activity Schedule sheet and ask participants to write down what their child does after school from 3:00 p.m. to 10:00 p.m. (Provide 5 to 7 minutes). Now, ask participants to do the same for a typical Saturday, a typical Sunday. (10 to 15 minutes).

(Handout)

(If you think the parents will difficulty writing, ask them to verbalize the schedule and then you can write it down for them.)

After the parents are finished, ask them to total the amount of time the child spends on leisure reading, writing, and talking to adults on a typical weekday. Multiply this number by five (days). Next, have participants add the time spent on these activities on Saturday and Sunday. Write in the total number of hours.

Ask participants to compare their totals for the activities with the number recommended in the material shared earlier.

Divide participants into groups of four and ask them to discuss their child's activity schedule. After a few minutes, reconvene the group and ask volunteers these questions:

- What are some reasons for this pattern in your household?
- Are you satisfied with this pattern?
- What specific things can you do to change your pattern?
- What activities would you work on revising first? How can your child's teacher help you with this?

Discussion Allow a few minutes for participants to share ideas and concerns. (Add any suggestions you believe are appropriate).

Handout Pass out, "Hints for Parents on Helping to Get Homework Don". Review this information briefly.

Conclusion Thank participants for their time. Tell them you realize that developing a productive activity schedule is a challenge but research has proven it will pay off when their children experience greater success in school

Pass out the evaluation forms.

BIBLIOGRAPHY

Clark, Reginald. Family Lif and School Achievement: Why Poor Black Children Succeed or Fail. Chicago: University of Chicago Press, 1983.

Walberg, Herbert J. "Families as Partners in Educational Productivity," Phi Delta Kappa February 1984), pp. 397 - 400.

Walberg, Herbert J. "Improving the Productivity of America's Schools," Educational Leadership (May, 1984), pp. 19 - 27.

ACKNOWLEDGEMENTS

The major portion of this section was written by Dr. Reginald Clark.

HANDOUTS AND FORMS

Name_____

TV TIME CHART

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M. 7:00							
8:00							
9:00							
10:00							
11:00							
NOON							
P.M. 1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

TOTAL TV HOURS_____

Color box for 1 hour of TV watching

Color box for 1/2 hour TV watching

* ON BACK OF PAPER LIST YOUR THREE FAVORITE TV PROGRAMS

children and tv: watch it!

Consider These Facts

- ★ Children spend more time watching TV than any other activity except sleeping.
- ★ Preschoolers spend more time in front of the TV than it takes to get a college degree.
- ★ By the time they graduate from high school, most children will have spent 15,000 hours watching TV and only 11,000 hours in school.

You can learn a lot in 15,000 hours. And indeed, next to parents, TV is the most important teacher most children will have. Children learn from TV all the time. Programs do not have to be "educational" to teach. What children learn from the "flickering blue parent" can either interfere with or enhance their growth. The choice, we will see, is up to you.

INTERFERENCE

Most programs children watch were meant for adults. But children do not have our broad experience with the real world. For young children, TV is the real world -- even when it differs from their own values and experiences. Children believe what they see on the screen. They can't always tell the difference between what is real and what is make-believe. This can confuse and mislead children. In most cases the consequences are more severe. Children have been known to hurt themselves and other people by imitating what they've seen on the TV screen.

TV can hurt children in other ways. We know, for example, that children who watch a lot of TV can become passive. Children need to do things in order to grow. When they spend a lot of time in front of the TV, children lose chances to be creative, to use their minds and to develop their motor skills.

Many parents and other experts on children also worry about some of the "hidden" messages of TV. They fear that some programs teach negative attitudes toward women and minorities. They are concerned about the desire of toys and sugared food TV commericals create in their children. And, of course, the mounting evidence on the relationship between TV violence and violence in our schools and society is disturbing to us all.

FINE TUNING

But TV is not all bad. TV can also be a window on the world. It can broaden children's knowledge and interests by introducing them to:

- things they've never seen
- places they've never been
- people they've never met
- things they've never done

TV can also teach children:

- skills such as reading, counting, spelling and problem-solving
- healthy attitudes toward themselves and other people
- behaviors that we all want our children to have

Sharing self-control and courage are among the positive behaviors that children have learned from watching TV.

FOCUSING THE PICTURE

TV is here to stay. It is an extraordinary invention that can enrich children's lives -- or stunt their growth. It all depends on how you as parents guide TV viewing in your home. There's no need to go to the extreme of forbidding any TV viewing in your home. You may decide, though, to cut down on how much TV your chidren watch. Or you may want to be more selective about what they watch. The other extreme -- using TV as a babysitter -- is not a good idea either. Instead, make TV viewing an active experience for your children:

- BECOME AWARE OF WHAT YOUR CHILDREN ARE WATCHING
- PLAN YOUR CHILDREN'S VIEWING
- TALK TO CHILDREN ABOUT WHAT THEY WATCH
- FOLLOW-UP TV VIEWING WITH ACTIVE EXPERIENCE

For better or worse -- the choice is up to you!

CHANNELING YOUR CHILDREN'S VIEWING

Television can be a rich learning and social experience for your children. With a little bit of planning, you can change what might be a solitary experience into a chance for family members to learn and draw closer together. To add a healthy and human dimension to TV viewing in your home, try some of the following ideas:

FIND OUT WHAT YOUR CHILDREN ARE WATCHING

- For 1 week, keep a record of how many hours your children watch TV and what they watch.
- Look out for sexual and racial stereotypes, excessive violence, and other behaviors your children might imitate.
- Watch how your children react to what's on the screen: Are they excited? Disturbed? Confused?
- Decide which kinds of programs they should watch and how often.

TALK TO CHILDREN ABOUT WHAT THEY WATCH.

- Watch programs with your children whenever possible.
- If you can't join them, let them know you're there to talk about a program or answer questions.
- Don't be afraid to express your own likes and dislikes.
- Talk about: Issues that come up on programs; the difference between make-believe and real life; TV characters and how they are like or unlike people you know; how violence can hurt people.
- As children get older, help them become more aware of commercial appeals, stereotypes and program messages.

PLAN YOUR CHILDREN'S TV DIET

- On a daily or weekly basis, go over the *TV Guide* or a local program listing with your children and select programs for viewing
- If your children want to watch a show you think is inappropriate, explain what you don't like about it. Be gentle but firm in enforcing your limits.
- Encourage children to watch a wide range of programs
- Provide children with lots of other activities besides watching TV.

FOLLOW UP TV VIEWING WITH ACTIVE EXPERIENCES

- Encourage children to draw or act out what they saw.
- Have them make up a story about one of their favorite programs. Type it up and let them illustrate it.
- Help them write letters -- to stars, stations, and sponsors -- asking questions and expressing opinions.
- Play games to increase children's language skills -- for example, look for a new word each day or think of programs and characters that begin with different letters.
- Follow up new information and interests with books and field trips.
- Think up games like: Describing a TV character and having others guess who it is; or imagining what certain characters would do if they appeared on different programs.
- With older children, talk about how TV shows are made and produced. If possible, visit a TV studio or arrange for children to participate in a program.

Of course, even while building on the benefits of TV, you can't ignore its negative aspects. When you see something you don't like, write a letter -- to your local station, a TV network, the press, your Congressional Representative or a group working for better programming for children. Or start your own group. Many local groups -- like Action for Children's Television -- have been able to get better programming for children on both a local and national level.

For Further Information....

- ❑ The Family Guide to Children's Television, E.Kaye, New York: Pantheon Books, 1974
- ❑ How To Talk Back to Your Television Set, N. Johnson, Boston: Little, Brown & Co., 1970
- ❑ The Incredible Television Machine, L. Polk and E. LeShan, New York: MacMillan Publishing Co., 1977
- ❑ New Season, The Positive Use of Commercial TV With Children, R.L. Porter, Columbus, Ohio: Charles E. Merrill Publishing Co., 1976

DAILY ACTIVITY WORKSHEET

	Typical Weekday	Typical Saturday	Typical Sunday
8:00 - 9:00 a.m.			
9:00 - 2:00 p.m.			
2:00 - 3:00 p.m.			
4:00 - 5:00 p.m			
5:00 - 6:00 p.m.			
6:00 - 7:00 p.m.			
7:00 - 8:00 p.m.			
8:00 - 9:00 p.m.			
9:00 - 10:00 p.m.			
10:00 - 11:00 p.m.			

HINTS FOR PARENTS ON HELPING TO GET HOMEWORK DONE

- Help your child to make a weekly list of assignments to be done (or daily if teacher assigns only daily work)
- Encourage your child to work on one subject or project at a time.

  Examples:

  - Complete math first, then move on to spelling, etc.
  - Complete easier assignments first then move on to more difficult ones.
- You (parent) should check on the progress of the work to be done.
  - If the project is too overwhelming, you may help to break it down into smaller units.
- Review the completed assignment.
  - Go over the work your child has done.
  - See if it is complete.
  - Ask him/her questions about it.
  - Be supportive.
- With your child, agree on a regular time schedule for homework.

  Example:

  7:00 - 8:00 p.m. Monday, Tuesday, and Wednesday

  6:30 - 8:00 p.m. Thursday

  Friday -- day off if all is well.

NOTE: Recent research findings recommend for elementary students at least one hour each night and for secondary students at least two hour each night.

- Set aside a special place for use every night.
  - Be sure there are few distractions. Contrary to popular student belief, watching TV or listening to the radio while studying does not help.
  - Proper lighting is important.
- If your child says, "I do not have any homework".
  - If your child finishes with the alloted time for homework or does not have any homework that night, insist that the scheduled homework time be used productively. Do not break the habit!

- Have your child:
  - Read the newspaper.
  - Pleasure read (whatever they choose).
  - Watch a documentary/news/cultural event on TV.
  - Do crossword puzzles.
  - Write letters to friends and relatives.
  - Listen to you while you read his/her favorite book.
  - Play a favorite game with you.
- Adapted from:

  What Did You Learn In School Today?

  by Bruce Baron, Christine Baron, Bonnie McDonald, Warner Books: 1983.

PROFESSIONAL DEVELOPMENT EVALUATION

Title of Presentation:_____

Objective(s)/Purpose(s):_____

Presenter:_____ Location:_____

Participant's Position:_____ School:_____

Part I

1. What was the most useful part of this activity?

2. What was the least useful part of this activity?

3. What did you learn from this activity?

4. How will this help you in your position?

5. Why are you attending this professional development?

Part II

Please evaluate the activity by checking the appropriate column according to the scale below.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Statement	SA	A	D	SD
1. The purpose(s)/objective(s) of the activity were clear.				
2. The activity increased my knowledge of the content area.				
3. The activity was organized effectively.				
4. Questions were allowed and encouraged.				

Part III

1. In order to meet your needs, what is the first follow-up that should be offered?

2. Comments/Suggestions:

TRAINER SELF-EVALUATION

Title of Session_____

Date of Session_____

Participants_____

1. Objectives for this session

2. To what extent were objectives accomplished?

3. What I did best in the session:

4. What I could improve when I repeat the session:

5. Additional Comments:

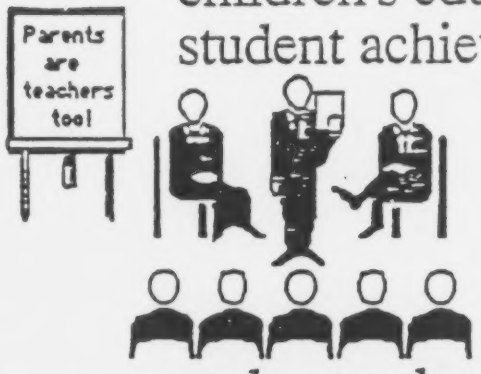
MASTERS FOR TRANSPARENCIES

(Pages should also be used to develop charts)

Objectives

The participants will:

- become aware of research supporting the role of parents as participating teachers in their own children's education and its direct relationship to student achievement.



- understand which activities a child should engage in after school to develop the skills needed to successfully function in a classroom.

WALBERG'S CURRICULUM OF THE HOME

1. Talk with your children about school and everyday events.

2. Monitor the amount and quality of television a child views.

3. Establish a schedule for study time and work assignments.

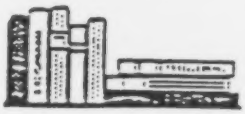
4. Monitor peer activities and use of out-of-school time.

5. Express affection and interest in the child's academic progress in school as an individual.

Balanced Activity Schedule

Achieving children spent 25 to 35 hours a week, or more, after school and on weekends doing things like:

- Talking with parents and other adults (5-6 hours)
- Leisure reading (4-6 hours)



- Personal writing (2-3 hours)
- Homework and study (4-8 hours)
- Doing chores and errands (1-2 hours)
- Participating in hobbies, supervised club activities, cultural events, physical exercise (6-12 hours)

- Health upkeep (3-4 hours)

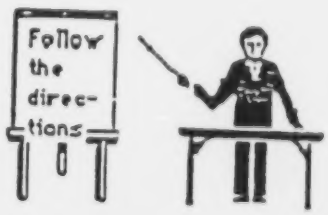
In addition to the above "labor activities", an additional 20 to 30 hours a week were devoted to:

- Talking and playing informally with siblings and peers and playing alone

- Watching television and listening to the radio and records
- Daydreaming, thinking, meditating, praying
- Resting, napping and eating

SKILLS THAT PROMOTE SUCCESS

- The ability to problem solve
- The ability to listen and verbalize
- The ability to interact with peers
- The ability to express logical viewpoints
- The ability to thoughtfully listen to and understand teachers during work encounters
- The ability to demonstrate confidence
- The ability to request assistance
- The ability to use social etiquette
- The ability to follow directions



- The ability to understand self

QUESTIONS?

For questions about this skill packet on Parental Involvement, contact:

Public Schools of North Carolina
Department of Public Instruction
Division of School Improvement

Curtis G. Bynum, Education Consultant, Team Leader	919-717-1683
Cynthia Howard, Education Consultant	919-716-1636
Emmett Kimbrough, Education Consultant	919-715-1828

Skill Packets Available Through NC HELPS

Classroom Management

Curriculum Alignment

Extended Opportunities for Student Learning

Leadership Development

Needs Assessment

Safe and Orderly Schools

School-Based Partnerships

Parental/Community Involvement: Strategies to Train Parents

Planning for School Improvement

Professional Development

Using Data for School Improvement

Working with Today's Families